

Literature Review: Analysis of the Use of Word-Wall Media on Learning Outcomes in Integrated IPAS

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Abstract

The monotonous learning process in the classroom often makes students feel bored, thus having an impact on student learning outcomes. Interesting and interactive media plays an important role. One of the media that can be used is Word-Wall, where educational games act as learning media, learning resources, and evaluation tools for teachers. The study aims to examine the effect of the use of Word-Wall on student learning outcomes in science subjects at the elementary school level. The method used by the literature review of 11 articles published between 2021–2025 that are relevant to the use of Word-Wall. The results of the study show that Word-Wall is effective in improving student learning achievement. In addition, it was found that there was an increase in student interest, motivation, and activeness during the learning process. In conclusion, Word-Wall has been proven to have a good impact on learning outcomes. Word-wall is relevant by providing insight into the use of technology, as well as offering alternative media that can enrich students' learning experiences and make practical contributions to teachers. The discussion of the article is important as an urgency of solutions related to student needs.

1. Introduction

Education is a set of knowledge that is systematically compiled with various methods to prepare itself for a more meaningful life (BP et al., 2022). Education is not only limited to the transfer of knowledge, but the process of changing attitudes and behaviors both individually and in groups in order to form a whole human being through teaching and training, as well as various actions and ways of education. Social studies subjects are very important because they develop a more comprehensive education, Multidisciplinary, and relevant to life. IPAS is interconnected so that it understands the natural and social aspects of daily life (Suhelayanti et al., 2023). Education in the digital era is required to innovate and improve the quality of learning. Innovations that develop in the digital era are interactive digital media. Technology plays an important role in facilitating teaching and learning needs, both from the side of students and teachers. In addition to increasing learning effectiveness, digital technology also supports administrative efficiency and teacher competency development through training (Ismunandar, 2025). Digital media helps students understand the material more easily, and is designed to increase learning effectiveness and broaden students' horizons (Sari et al., 2024). Interesting digital media are Word-Wall, educational games, such as quizzes that can be accessed online. Media Word-Wall It is an important step to prepare future generations to be technologically advanced. Educators are encouraged to understand digital tools and can apply them as learning experiences (Turonovich, 2025). Learning outcomes with media have a positive impact on the learning interaction between students and teachers, because the presentation of the material attracts their attention during the learning process. Teaching materials become easier to understand, because learning becomes more meaningful (Mardatillah et al., 2023).

A number of studies have discussed the use of media Word-Wall in learning. Researchers (Fadilah & Kuswandi, 2025) Finding media usage Word-Wall The post-test showed that the class that used the media was superior to the control class without the media. Researchers (Wibawa, 2024)) found that when learning uses a model Problem Based Learning with the media Word-Wall which has a positive impact on student learning outcomes and motivation. (Aidah & Nurafni, 2022) found that there was an improvement in learning outcomes seen from students' interest and motivation, enthusiasm when Word-Wall Played. Several previous studies have shown its effect on student learning outcomes. Although several studies have been studied, there is still a need for further study regarding the use of media Word-Wall which can affect the understanding of the learning outcomes of elementary school students. Understanding concepts is an important aspect of the learning process, for which a more in-

depth analysis is needed. Each elementary school has a different influence on each research, analysis of factors and also the influence obtained from the media Word-Wall On learning outcomes, it is necessary to study again to get a new point of view. This study focuses on digital media analysis Word-Wall on the learning outcomes of IPAS in elementary school, as well as factors that affect student success.

Based on the above statement, the influence of the use of Word-Wall media on average has increased on student learning outcomes. The study needs to be carried out because there is a gap regarding Word-Wall media from several articles and aims to find gaps related to the use of Word-Wall media on the learning outcomes of elementary school students. The use of Word-Wall media in IPAS learning is not one of the success factors for student learning outcomes, factors such as teacher readiness, student readiness, facilities and infrastructure, and other factors are also factors for student learning success.

2. Method

This study uses a qualitative approach with a Systematic Literature Review (SLR) method as the basis for data collection and analysis. The SLR method was selected to obtain a comprehensive understanding of the influence of Word-Wall media on student learning outcomes in science (IPAS) subjects at the elementary school level. The study did not involve hypothesis testing but rather focused on collecting and synthesizing existing research findings. The SLR procedure followed four systematic stages: identification, selection, evaluation, and thematic analysis:

2.1 Identification

In the first stage, articles were collected through searches on Google Scholar and various electronic databases. The search was limited to articles published between 2021 and 2025. Keywords such as "Word-Wall," "elementary school," "science learning," and "learning outcomes" were used. This process initially identified 20 relevant articles.

2.2 Selection

The second stage involved applying inclusion and exclusion criteria.

- Inclusion criteria: articles that (1) discussed the use of Word-Wall media in science learning at the elementary school level, (2) used qualitative, quantitative, or classroom action research methods, and (3) involved participants from Grade I to VI.
 - Exclusion criteria: articles that (1) did not specifically discuss learning outcomes, or (2) mentioned Word-Wall media without elaborating on its implementation.
- After this filtering process, 11 articles were selected for further analysis.

2.3 Evaluation

At this stage, the quality of the selected articles was assessed based on relevance to the research focus, clarity of methodology, and depth of discussion regarding the implementation of Word-Wall media. Only articles meeting these quality benchmarks were included in the final analysis.

2.4 Analysis

The final stage was data analysis through thematic synthesis. Findings from the selected articles were grouped based on recurring themes and main topics, particularly focusing on how Word-Wall media affects students' learning outcomes in science subjects. This analysis enabled the researcher to draw meaningful insights and patterns across the studies.

3. Results and Discussion

The results of this study show that Word-Wall is commonly used as an interactive digital media platform in elementary science (IPAS) learning. The media offers various features such as quizzes, crossword puzzles, and spinning wheels that are designed to engage students actively during the learning process. Among these, the quiz feature is the most widely used, often integrated into learning activities such as pre-tests, post-tests, and formative evaluations. The implementation of Word-Wall in the classroom allows teachers to display quizzes via screen projection, enabling students to participate actively in answering questions. This approach helps create a more dynamic and enjoyable learning environment. Compared to conventional paper-based tests, Word-Wall provides a more engaging alternative, especially suitable for elementary students who are often less motivated by traditional assessments.

From the analysis of selected literature, it is evident that the use of Word-Wall media contributes positively to various aspects of learning outcomes. Students become more active, motivated, and focused. The interactive nature of the media helps improve memory retention and understanding of the material being taught. In addition, teachers find it easier to assess student comprehension and identify which concepts need further explanation. These findings support the idea that learning is more effective when students are directly involved and enjoy the process. The interactive features of Word-Wall create opportunities for personal experience and social interaction, which are essential elements in meaningful learning. This aligns with the objectives of this study, which aimed to explore the impact of Word-Wall on improving learning outcomes in elementary science education.

Although the overall impact of Word-Wall is positive, some limitations were identified. Most applications of Word-Wall focused only on the quiz feature, while other available features were rarely used. In addition, there is limited exploration of how Word-Wall affects long-term retention or deeper conceptual understanding over extended periods. In conclusion, Word-Wall media serves as an effective tool for enhancing student engagement and learning outcomes in elementary school science. Its interactive features not only make learning more enjoyable but also support teachers in evaluating student progress. Future research may consider a more comprehensive use of all available features and examine the long-term effects of digital media on student achievement.

3.1 Use of Word-Wall

Word-Wall is an interactive digital media platform, Word-Wall provides a variety of features, namely Quiz, crossword puzzles, spinning wheels, and more. Word-Wall Designed to encourage students to be active during learning through the features that have been provided. Word-Wall designed to facilitate students in understanding the learning material in a fun way. Research by (Fadilah & Kuswandi, 2025), (Sukma & Handayani, 2022), (Ramanda et al., 2024) and (Andini & Rahmiati, 2024) in its use focuses on Quiz which is done by 2 different classes. Researchers (Aidah & Nurafni, 2022) In its use, teachers Broadcast Word-Wall quiz on the screen, then students actively answer. Media Word-Wall in its use basically Quiz which is designed with fun and interactive. As a way for teachers to avoid boredom in the classroom atmosphere and less than optimal learning outcomes, teachers can use other alternatives by Word-Wall quiz, compared to paper questions in general, especially for elementary school children who get bored easily if they do problems full of paper writing. Teachers can use alternatives Word-Wall In the Q&A, Pretest, Posttest students, and other tests.

3.2 Influence on Learning Outcomes

Various studies show that the use of media Word-Wall has a positive influence on student learning outcomes in elementary school. The articles studied stated that this media was able to increase student activity, motivation, memory, understanding, and learning outcomes. In addition to helping students, Word-Wall It also makes it easier for teachers to evaluate material that is not well understood. This positive influence is supported by various researchers. (Purba & Setiawan, 2024), declaring the use of media Word-Wall In the IPAS lesson, plant material succeeded in increasing student activity and learning outcomes, with the percentage increasing to 100%. Learning that involves social interaction can be more effective if, through personal experience, cognitive tends to be more optimal, rather than relying on communication or lectures (Fransiska et al., 2024).

Table 1. Article Selection Strategy

No	Category	Search Engines	Search
1.	Search year 2021-2025	Google Scholar	1.193
2.	Relevant titles		20
3.	Results discussed		11

The articles analyzed were selected based on the criteria of focusing on the use of Word-Wall media and its influence on the learning outcomes of IPAS in elementary schools. The 11 selected articles offered various perspectives of researchers, thus providing variety in the discussion. The articles are categorized and presented in Table 2. The following are the results of the researcher's analysis of the influence of Word-Wall media on the learning outcomes of social studies in elementary schools:

Table 2. Review Result

Article Title	Research Methods	Year	Research Results
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<i>Pengaruh Media Pembelajaran Interaktif WordWall Terhadap Hasil Belajar IPAS di Sekolah Dasar</i>	Quantitative	2025	Researchers conducted experiments on two classes with a Post-test. Classes that use media Word-Wall showed better learning, activeness, and cooperation outcomes than classes without media, which tended to be passive and less confident (Fadilah & Kuswandi, 2025).
<i>Analisis Penggunaan Aplikasi WordWall Pada Pembelajaran IPA Kelas IV di SDN Ciracas 05 Pagi</i>	Qualitative Descriptive	2022	The researcher observed distance learning in class IVB of SDN Ciracas 05 Morning, where teachers used WhatsApp video call and the media Word-Wall. Than Chat Usually, this method is more effective in increasing student interest, motivation, and activeness (Aidah & Nurafni, 2022).
<i>Pengaruh Model Pembelajaran Problem Based Learning Berbantu Media Wordwall Terhadap Hasil Belajar IPAS Kelas V</i>	Quantitative	2024	The results showed an increase in the IPAS value from an average of 56 (Pretest) to 85 (Posttest) after the model is applied Problem Based Learning media-assisted Word-Wall, which encourages student activity and enthusiasm for learning (Wibawa, 2024).
<i>Pengaruh Penggunaan Media Interaktif Berbasis WordWall Quiz Terhadap Hasil Belajar IPA di Sekolah Dasar</i>	Quantitative Experiments	2022	Researchers found that the average UTS results of students have not reached the KKM due to a lack of learning innovation. After media trials Word-Wall In two classes, the class that used it showed better results with the Mean 87.74 compared to 68.59, median 83.33 vs 67.64, and mood 84.00 vs 63.83 (Sukma & Handayani, 2022).
<i>Efektivitas Media Pembelajaran Aplikasi Wordwall Terhadap Hasil Belajar IPA Siswa Sekolah Dasar</i>	Quantitative: True Experimental Experimental Design	2022	The researcher found low science learning outcomes, where only half of the students reached the KKM because it was difficult to distinguish the concepts of Style and Motion, and the teacher's methods were less attractive. Media trial Word-Wall moment Posttest make students more active and make evaluation easier. Students are more enthusiastic because learning feels new, so learning outcomes increase. However, the obstacle is the limitation of gadgets and the lack of focus when the teacher explains. Use Word-Wall also requires supervision to be effective (Agusti & Aslam, 2022)
<i>Pengaruh Penggunaan Aplikasi Wordwall Terhadap Hasil Belajar IPAS Siswa Sekolah Dasar</i>	Quasi-Experimental Quantitative	2024	Researchers test Post-test in three classes: VA (with Word-Wall), VB (without Word-Wall), and VC (validity test). The VA class showed enthusiasm and averaged a score of 81.53, while the VB class tended to be passive with an average of 66.69. These results show that the media Word-Wall Have a positive effect on student learning outcomes (Andini & Rahmiati, 2024).
<i>Pengaruh Penggunaan Media Wordwall Terhadap Pemahaman Belajar IPAS Siswa SD</i>	Quantitative: Experimental	2023	Researchers compared two classes, one using media Word-Wall and one without. Classes with Word-Wall more active, while classes without media tend to be passive. The learning outcomes showed significant differences, with a mean of 81.75 vs 65.56. Media Word-Wall proven to have a positive impact on students' social studies learning outcomes (Ramanda et al., 2024)
<i>Analisis Penggunaan Wordwall Pada Pembelajaran IPA SDN 1 Pringsewu Selatan</i>	Qualitative: Descriptive Method	2024	Science learning at SDN 1 South Pringsewu is still passive because it is not fun. Researchers test the use of Word-Wall and interview teachers. This media helps students understand the material and the teacher evaluates learning. The results are effective, although students still need to adapt technology and mentoring (Kurniawan et al., 2024).
<i>Pengaruh Media Pembelajaran Wordwall Terhadap Hasil Belajar IPS Kelas V SDN Kebon Jeruk 04</i>	Quantitative	2024	Students are less interested in learning social studies because of monotonous learning. After using the media Word-Wall, enthusiasm for learning increases, material is easier to remember, boredom is reduced, and learning outcomes increase (Mahareka & Mujazi, 2024).
<i>Pengaruh Penggunaan Media Wordwall Terhadap Hasil Belajar Siswa Kelas IV SD Inpres Tuadale Kabupaten Kupang</i>	Quantitative: Pre-Experimental Method and One Group Pretest-Posttest Design	2024	Initial observations in grade IV of SD Inpres Tuadale showed that UTS scores were low due to less innovative science learning, thus reducing motivation. The average pretest score of 48.12 increased to 78 after using the media Word-Wall at Posttest, showing the positive influence of the media on student learning outcomes (Hali et al., 2019).
<i>Wordwall Educational Games and Increasing Students' Intrinsic Motivation in Learning Natural Sciences in Elementary</i>	Quantitative	2025	Research at SD Inpres Kassi Makassar shows the use of educational games Word-Wall increase the grades and motivation of grade IV students. Classes that use media improve better than classes without media (Sahabuddin et al., 2025).

Based on eleven selected articles, student learning outcomes increased with the use of Word-Wall media. The low learning outcomes are caused by student boredom due to a lack of innovation and monotonous teacher methods, especially in elementary school students who are more effective at learning through games, visuals, and physical activities than just listening and doing problems. Teachers also find it helpful because Word-Wall makes it easier to evaluate learning.

The article's findings support the theory of constructivism, which states that effective learning occurs when students actively build their own knowledge. Interactive media such as Word-Wall encourage active student participation, supporting independent and collaborative learning. This media also attracts attention, facilitates the delivery of material, and reduces misunderstandings (Casfian et al., 2024).

From this explanation, Word-Wall media has been proven to have a positive influence, but it has limitations because it depends on technology such as gadgets, laptops, and internet connections. Primary schools in remote areas with limited facilities will have difficulty using this medium. Given the benefits, teachers are advised to continue to utilize this interactive media, as well as need support to improve the technology infrastructure so that it is evenly distributed in all schools, especially in the current digital era.

3.3 Conclusion

Word-Wall media in its use has a positive influence on students, namely interest, motivation, enthusiasm, activeness, and most importantly success to increased student learning outcomes. The factor behind the need for Word-Wall media is the result of student learning that does not reach the KKM target, caused by students' lack of interest in the material, the classroom atmosphere when learning is boring, the lack of motivation for science learning which tends to be boring, and students who are passive during learning activities. The subject of IPAS consists of two combinations of Natural Sciences and Social Sciences, where the two studies are combined into one that are interrelated, making the material obtained very much.

As a follow-up to these findings, it is recommended that teachers use interactive media such as Word-Wall in an ongoing manner in teaching and learning activities. Schools are also expected to provide adequate support, both in terms of technology facilities and improving teacher competence through digital media training. In addition, further research needs to be conducted to examine the impact of the use of Word-Wall media on other skills, such as students' collaboration skills, critical thinking, and problem-solving in science learning. Thus, Word-Wall media is not only seen from the cognitive side, but also the potential in developing the affective and social aspects of students in elementary school.

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